# Government of South Australia LogoSACE Board Logo2024 Polish (continuers) Subject Assessment Advice

Overview

In 2025, the new CCAFL framework will be used to teach and assess all languages at nationally assessed level. These changes are not reflected in this subject assessment advice as it is based on the 2024 assessment cycle. This subject assessment advice gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Across the assessment types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

If a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

# School Assessment

The moderation process confirmed the teachers’ successful application of performance standards. It was clear from the evidence provided that teachers applied performance standards appropriately and accurately when deciding about the students’ quality of learning.

Students were able to successfully demonstrate their knowledge, skills, and understandings through the use of skilful task designs.

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking that all assessment tasks have been uploaded correctly
* thoroughly checking that all grades entered in Schools Online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible
* ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio (50%)

As for the previous year, the folio included at least three assessments: interaction, text production, and text analysis. Interactions included oral presentations and discussions; text productions included articles and diary entries.

The more successful responses commonly:

* engaged in spontaneous oral interactions, discussing a range of topics, and demonstrating a depth and breadth of knowledge
* created a text which responded to the context, audience, and purpose; adhered to the conventions of the text type; and displayed the required kind of writing
* interpreted the meaning of text(s) and analysed both the cultural and linguistic elements of the text(s), reflecting on how cultures, beliefs, values, practices, and ideas are represented and/or expressed.

The less successful responses commonly:

* used formulaic expressions and provided limited information in responses to questions asked in the oral interaction
* demonstrated little or no depth of analysis and reflection.

Assessment Type 2: In-depth study

Topics presented included a wide range from all three prescribed themes: The Individual, Polish-Speaking Communities, and The Changing World.

The more successful responses commonly:

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
* delivered an oral presentation that was natural and not over-rehearsed, and included strategies such as rhetorical questions and appropriate humour to engage the audience
* displayed evidence in the reflection of thorough analysis of the topic as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* used formulaic and repetitive responses with limited vocabulary
* paused for extended periods of time when speaking and presented information orally with limited fluency and correct pronunciation.

# External Assessment

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation on general topics

Students were well prepared for their oral examination and examiners noted that oral communication skills were a strength for many students. Ideas were well elaborated, and opinions supported and justified with facts as well as their own perspectives or experiences. Opinions were consistently relevant to context, purpose, audience, and topic. Students used an extensive range of complex linguistic structures with high degree of accuracy. A few minor errors were made which did not impede meaning. Ideas and information were organised logically and coherently. Students interacted positively, respectfully, and confidently, showing the ability to handle unpredicted and challenging questions as well as the more predictable ones.

Section 2: Discussion based on the in-depth study

Most students were well prepared to discuss their chosen topic of study and demonstrated genuine interest in it; however, it is important that students are prepared to discuss their IDS in the oral exam. Topics chosen for the IDS were more versatile and reflective of student’s individual interests compared to previous years. Topics chosen showed evidence of detailed research, with values relevantly argued and reflected upon in the context of the culture. Most students communicated with high degree of fluency and independence and demonstrated a genuine interest in their topic. Some students demonstrated critical thinking while doing their research, which gave them a broader perspective instead of looking at their topic only from the Polish viewpoint.

Some IDS topics covered in 2024 included:

* Women’s role in Warsaw’s uprising
* Chopin
* Irena Sendler and her achievements
* Interpretation and comparison of the painting Strange Gardens and the poem ‘Ogrod prrzedziwny’
* A comparison of Polish and Australia coffee culture
* History of Polish cars and their influence.

Assessment Type 4: Written Examination

Section 1: Listening and Responding – Part A

Responses in English

Text 1

Question 1(a)

The more successful responses commonly:

* correctly identified two groups that this text was specially aimed at as being two of the following: drivers, pedestrians, travellers, students.

The less successful responses commonly:

* partially identified the intended audience.

Question 1(b)

The more successful responses commonly:

* fully explained why the listeners are advised to take care, and supported their responses with examples from the text:
* the roads and sidewalks are not safe, they are slippery
* there may be a slush, which results in difficult driving conditions
* the temperatures will drop to 17 degrees below zero.

The less successful responses commonly:

* partially identified why the listeners are advised to take care but lacked detail.

Text 2

Question 2 (a)

The more successful responses commonly:

* fully explained the use of the phrase ‘Teraz to ja Ci zazdroszczę’, and supported their answer with reference to the text, e.g.:
* ’now I envy you’ refers to Maja's earlier words ‘I envy you, I like animals too’, after she learns that Wojtek is studying zootechnics and wants to work with animals
* Wojtek dreams of working in Africa or Australia
* Wojtek suggests Maja intern at the zoo, even as a tour guide, as this would give Maja a chance to work as a safari tour consultant in Kenya
* Maja has a chance to get what Wojtek dreams of – a job in Africa, which is why he says that now he is the one who envies her.

The less successful responses commonly:

* partially identified why the phrase was used but lacked specific details or misinterpreted the phrase itself.

Text 3

Question 3 (a)

The more successful responses commonly:

* made a judgement on how likely or unlikely Jan was to accept the new arrangements and justified their answer with examples from the text, which may have included any combination of the following:

Not likely:

* he is very indignant/disappointed, saying ‘this must be a kind of joke’, as he has already paid for the trip
* he has already received confirmation of the trip booking
* even though the two-day stay at the island sounds ‘tempting’, he still says he would have to cancel his plans
* he would have to take a day off, which would be difficult
* besides, he says that he needs to talk to his brother, so the decision is not actually up to him
* he is asking for more he could get in return, as the new arrangements seem to be not enough to change his mind.

Very likely:

* he says the offer of a two-day stay on the Danish island of Bornholm for free ‘sounds tempting’
* the offer seems to be attractive to him, because he asks whether the stay will really be for free
* however, he tries to bargain further, saying that he already had plans during these two days of staying on the island
* while he says he has to cancel everything, and that he will have to take an extra day off, he also says he will talk to his brother
* he did not refuse the new offer and is still curious what else he could get in return.

The less successful responses commonly:

* identified some of the reasons or lacked detail to support their answer from the text.

Section 1: Listening and Responding – Part B

Responses in Polish

Text 4

Question 4 (a)

The more successful responses commonly:

* correctly identified the sort of person who would be interested in participating in this experience as a person who (any three of the following):
* likes adventures and challenges
* likes to spend time outdoors (forest, climbing, caves ...)
* would like to learn practical survival techniques such as building a hut, making fire without matches, how to use a map or compass, how to obtain water
* likes or would want to learn teamwork
* would like to build long-term friendships.

The less successful responses commonly:

* partially identified the sort of person who would be interested in participating or did not always support their answer with information from the text.

Text 5

Question 5 (a)

The more successful responses commonly:

* made a judgment about how satisfied the male speaker was with the suggestion with examples such as:
* at first, he is not sure as he says: “Do you think she’ll like it?”
* then, he agrees and says: “Actually, it’s kind of her style”
* at the end he is convinced as he says: “You’ve saved me! She’ll be delighted! Thank you”.

Question 5 (b)

The more successful responses commonly:

* effectively compared and contrasted the relationship between Monika and her friends with examples such as:
* both speakers seem to know Monika quite well
* Ela probably knows her a little better than her male friend because she says, "She always liked books", which shows she has known Monika for a long time
* Ela is sure of what Monika would like. She says that she can even bet that Monika will definitely like her idea
* the male speaker does not know Monika as well since he asks what gift Monika might like
* moreover, the male friend says that he would like Monika to be happy, he says that he really cares that she likes the gift, which means he cares about her
* he says that he really cares that she likes the gift, which also shows he cares about her.

The less successful responses commonly:

* compares and contrast some elements of the relationships but lacked supportive evidence from the text.

Text 6

Question 6 (a)

The more successful responses commonly:

* were able to comprehensively explain Artur’s change of reaction over the conversation and included evidence such as:
* at first, Artur is a little sleepy and confused because he does not know who is calling him
* he is also surprised that he was woken up by a tele-alarm clock, as if he did not believe this service still exists
* he then shows interest in the conversation by saying "Go ahead, what a surprise"
* he is positively surprised and curious. He wants the conversation to continue
* next, Artur asks for additional help and happily admits how this old service is still very much needed.

The less successful responses commonly:

* identified a limited understanding Artur’s change in reaction.

Question 6 (b)

The more successful responses commonly:

* were able to provide perceptive explanation of the significance of the phrase "… pani telefon od razu postawił mnie na nogi" in the context of this text by identifying that this meant that the telephone call woke him up immediately. He said he usually was a big sleeper, but after receiving this telephone call he woke up at once.

The less successful responses commonly:

* identified a limited understanding of the phrase in the context of the text.

Section 2: Reading and Responding — Part A

Responses in English

Text 7

In this section students were evaluated based on how well they understood general and specific aspects of the text (for example, by comparing, contrasting, summarising, and/or evaluating) and conveyed the information appropriately.

Question 7 (a)

The more successful responses commonly:

* identified examples from text which support the inclusion of the phrase ‘it turned the world upside down’ such as:
* from the outside it looks like a house standing on the roof, as if it fell out of the sky and stuck in the ground at a 45-degree angle
* gives you the impression that you are walking on the ceiling, and the ceiling becomes the floor, on which the furniture attached to it hangs
* in the kitchen, it seems that pots and pans attached to the stove are about to fall on your head
* since the house is at an angle, your sense of balance becomes even more confused
* the unusual construction was a political message to show how Czapiewski believed that in the times of communism, the life of Poles was indeed not normal but turned upside down.

The less successful responses commonly:

* partially supported their decision with evidence from the text.

Question 7 (b)

The more successful responses commonly:

* perceptively compares and contrasts the tone of the two posts and supported their answers with evidence from the text such as:
	+ - 1st post is playful and appeals directly to audiences’ sense of fun by asking rhetorical questions and building excitement for example:
	+ are you looking for something a bit different and fun to do on the weekend?
	+ can you imagine how weird that feeling was felt?
	+ think you are going to love this week’s suggestion!
	+ I could not wait to tell you all about it!
* the reply post is more serious
* points out the historical and architectural interest, not just a place to take photos for social media
* says it is an example of contemporary art and architecture designed to entertain and engage visitors in a playful and thought-provoking manner.

The less successful responses commonly:

* partially compared and contrasted the tone of the two texts.

Section 2: Reading and Responding — Part B

Response in Polish

Text 8

The more successful responses commonly:

* demonstrated an excellent understanding of the stimulus text
* provided responses which were text appropriate and relevant to context, purpose, and audience
* were logically structured and sequenced information and ideas
* manipulated language structures and vocabulary in Polish.

The less successful responses commonly:

* responded to some of the questions, statements, comments, and/or specific information in the text
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures
* demonstrated limited ability to link information and ideas or structure text
* did not use the information provided in the reading text
* did not organise their ideas in a logical order.

Section 3: Writing in Polish

The more successful responses commonly:

* demonstrated a strong ability to manipulate language elements and structures
* were creative in their language use
* followed the conventions of the text type
* were relevant to context, purpose, and audience
* were well structured and ideas were sequenced effectively.

The less successful responses commonly:

* lacked the depth of treatment of ideas required at this level
* were not able to effectively manipulate language to fit the purpose
* were not able to demonstrate the range of vocabulary required at this level.